**Course Code & Name**  
JSC 613 Media Education and Pedagogy

**Section, Class Time, & Location**  
Section 11, M: 5:00pm - 7:29pm, Nicol Hall 514

**Instructor**  
Dr. Gretchen King  
Email: gretchen.king@lau.edu.lb  
Web page: www.gretchenk.net  
Office: Nicol 219D (just inside CommArts office)  
Office Hours: MTW Noon-2pm

**Credits Hours**  
3

**Semester**  
Spring 2020

**Course Description**  
This course introduces students to the major theories and methods of learning and teaching within the context of journalism, communication, and media education. It covers the evolution of media education as an independent field and explores relevant guidelines of curriculum development and student assessment at the college level. The goal of the course is to equip students with both the understanding of the theoretical foundations of learning and the practical skills to help them design media courses and implement effective methods of knowledge sharing.

**Course Learning Outcomes**  
At the completion of this course, students will:
- Be able to identify, compare, and apply major theories and methods of learning and teaching used by media educators;
- Demonstrate the ability to think critically about the evolution of journalism, communication, and media education as distinct fields of teaching;
- Demonstrate aptitude in developing and evaluating syllabi, lesson plans, rubrics for student assessment, and teaching portfolios;
- Demonstrate the ability to apply various student engagement methods, including experiential and active learning.

**Teaching/Learning Methods**
- **Active learning methods/applied methods:** Students will participate in peer-review along with other activities facilitated during class such as reflexive journal entries;
- **Critical inquiry methods:** Students will critically engage course materials, through preparing reading responses and participating in class discussions;
- **Research methods:** Students will critically analyze academic and non-academic literature on a topic related to a media education and pedagogy to prepare a research paper;
- **Experiential methods:** The instructional method and teaching philosophy for this course is discussion-collaboration-reflection. Students will lead the discussions and are encouraged to ask questions, will collaborate together, and will engage in critical reflection as key components of learning;
- **Professionalization methods:** This course is designed to support the professional development of students to be successful and innovative critical media educators;
- **Activist knowledge:** This course will draw on activist pedagogies and education practices through the assigned materials and discussion.
Course Materials/Technologies

- **Blackboard:** There are no required textbooks for this course. Blackboard is the proprietary course management software system supported by LAU. In this course, Blackboard will be used primarily as an information repository and clearinghouse for course reading materials, assignments, and grades management by the professor. However, other uses of Blackboard may be announced during the semester. For this reason, each student is required to check Blackboard regularly for new materials, announcements, updates and other important information. Students are responsible for reporting any problems accessing materials or submitting assignments on Blackboard, before the deadline, otherwise your grade will be affected.

- **On Reserve:** Where appropriate or required, reading materials will also be made available on reserve at the LAU Library - Beirut.

Grading Details and Deadlines

- **Participation and Reading Responses (20%):** Students will prepare points and/or questions for discussion on each assigned reading for Weeks 2-8 (2 pages single-spaced maximum). Reading responses should be brought to class (on your laptop or printed-off) for grading (in/complete);

- **Journal Entries (10%):** Students will engage in reflexive writing through journal entries to assess the class learning experience and how this will inform your future teaching. Use notebooks provided and submit for grading at the end of each class (in/complete);

- **Lesson Plan (20%):** Students will work in teams to prepare and implement a lesson plan during weeks 10-16 on a topic of their choice related to media, journalism, or communication. The draft lesson plan for all teams is due March 9 and the revised lesson plan will be submitted for grading on the day your team is assigned to facilitate;

- **Research Paper (30%):** Students will prepare a critical review of scholarship and non-academic sources that address theory, concepts, practices and/or research related to a media education and pedagogy topic of their choice. The abstract for your research paper is due in two parts, a draft will be submitted on February 24 for peer-review during class and the final abstract will be submitted with a proposed bibliography for grading on March 2. Final research papers are due May 4 and should be 15-17 pages (double-spaced), not including bibliography;

- **Teaching Portfolio (20%):** Students will prepare a CV (5%), a detailed Syllabus (5%), and a 2 page single-spaced Teaching Statement (10%) throughout the course. Each component will have two deadlines--the first for peer-review conducted during class (CV: January 27, Syllabus: February 10, Teaching Statement: March 16) and the second deadline for submitting the revised final version for grading (CV: February 3, Syllabus: February 17, Teaching Statement: March 30).

<table>
<thead>
<tr>
<th>Course Grading Distribution</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Reading Responses</td>
<td>20</td>
</tr>
<tr>
<td>Journal Entries</td>
<td>10</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>20</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30</td>
</tr>
<tr>
<td>Teaching Portfolio</td>
<td>20</td>
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<tr>
<td><strong>Maximum Possible Points</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>
The content and/or evaluation scheme in this course is subject to change. In such a case, every effort will be made to obtain a consensus agreement with the class.

<table>
<thead>
<tr>
<th>WEEK – DATE</th>
<th>THEMES</th>
<th>ASSIGNMENTS / ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 – Jan 20</td>
<td>Introduction to the course, assignments, &amp; how to read and prepare for class</td>
<td>Strategies - First day of class activities</td>
</tr>
</tbody>
</table>

**Evolution of communication, journalism, and media as teaching fields**

Sinha and Newcomb (2000) [4 pages]  
Masterman (1985): Read Chapter 2 [17 pages]  
Laughhey (2012) [8 pages]  
Kellner and Share (2007) [21 pages]  
Cappello, Felini, and Hobbs (2011) [8 pages]  
Melki (2017) [10 pages]  
Reading Reflection and Points for Discussion due  
Draft CV due / Peer-review In-class |
| Week 3 – Feb 3 | Journalism Education | Allen & You (2015): Read excerpts from Picard and Gascher [17 pages]  
Goodman and Steyn (2017): Read Introduction (Goodman), Chapter 11 (Berger and Foote), Chapter 15 (Wall), and Chapter 20 (Foote) [73 pages]  
Reading Reflection and Points for Discussion due  
Revised CV due  
Bring JSC/COM Syllabi to Class |

**Theories and Methods of Learning**

| Week 4 – Feb 10 | HOLIDAY |
| Week 5 – Feb 17 | Theories of Learning | Aubrey & Riley (2019): Read the following chapters: 1 – John Dewey, 6 – Benjamin Bloom, 11 – Paulo Freire, 13 – David Kolb, and 14 – Jean Lave and Etienne Wenger [70 pages]  
RESOURCE: Blinne (2014)  
Reading Reflection and Points for Discussion due  
Draft Syllabus due / Peer-review In-class |
| Week 6 – Feb 24 | Critical Pedagogy and Practice | Freire (2001): Read chapters 2 to 3 [35 pages]  
Hooks (2010): Read excerpts [44 pages]  
Brookfield (2017): Read Chapter 1 [20 pages]  
Reading Reflection and Points for Discussion due  
Revised Syllabus due  
Research Workshop at Library |

**Designing Lesson Plans and Implementing Methods**

Draft Abstract due for Literature Review / Peer-review In-class  
Organize/Work-in Lesson Plan Teams In-class |
| Week 8 – Mar 9 | Active Learning | Meyers & Jones (1993): Read chapters 1 to 5 and Chapter 8 [105 pages]  
RESOURCE: Milkova (n.d.)  
Revised Abstract due for Literature Review |
| Week 9 – Mar 16 | Student Engagement | Bean (2011): Read Part 3 [117 pages]  
Barkley (2010): Review chapters 7 to 11  
Draft Lesson Plan due / Peer-review In-class |
| Week 10 – Mar 23 | Assessment & Teaching Statement | Bean (2011): Read Part 4 [70 pages]  
Beatty, Leigh, & Dean (2009) [16 pages]  
O’Neal, Meizlish, and Kaplan (2019) [8 pages]  
Lang (2010, August 29) [4 pages]  
RESOURCE: Ohio State (n.d.)  
Draft Teaching Statement due / Peer-review In-class |
| Week 11 – March 30 | Festival NEXT | Final Teaching Statement due |
| Week 12 – April 6 | Lessons by Teams | Groups A & B (final lesson plan due) |
| Week 13 – April 13 | HOLIDAY |  |
| Week 14 – April 20 | HOLIDAY |  |
| Week 15 – April 27 | Lessons by Teams | Groups C & D (final lesson plan due) |
| Week 16 – May 4 | Lesson by Teams | Groups E & F (final lesson plan due)  
Literature Review Paper due |

**COURSE BIBLIOGRAPHY**


**COURSE POLICIES**

**Participation and Reading Responses**

Attendance is required and will be taken during every session. Please plan to come to class and to appointments 10-15 minutes before the scheduled time. Being late or leaving class early will affect your grade. This is because seminars only work when students are present and actively participating. All students must get actively involved and intellectually engaged in discussions, and produce high quality work based on those discussions. Preparing for class means doing more than simply skimming your assigned readings, but being able to find patterns, themes, jumping off points, problems, gaps, etc. A good rule of thumb is that for each hour of in—class seminar time, at least 2 hours of outside class study time are required. So for a 2.5 hour seminar class, at minimum 5 hours of outside study time are required in order to adequately read, write your reading response, and prepare for discussion in class based on your written reflections.

**Plagiarism: When in doubt, cite it out!**

There will be zero tolerance for plagiarism of any kind. You may fail the course or be dismissed from the program entirely if you are caught. Ignorance is not an acceptable excuse. Plagiarism covers all class assignments and tests, including multimedia material and is not limited to text. Everything
should be cited appropriately. For further information and assistance in determining when and how to properly cite your sources, please refer to the following resources:

- Definitions of plagiarism: [http://turnitin.com/research_site/e_home.html](http://turnitin.com/research_site/e_home.html)

It is your responsibility to become familiar with the university's ethics policy, to know what is and is not a code violation, and to abide by the university's code of conduct. Violation of any policy will result on disciplinary action, including expulsion.

**LAU POLICIES AND REGULATIONS**

**Student Code of Conduct - Academic Violations**

The following table defines the sanction(s) associated with each violation. In some cases, and when the violation is too general, a range of sanctions is set for the pertinent committee to choose from depending on the specifics of each case. As for the second offense, the set sanctions apply regardless whether the violation has taken place in the same course or a different one, within the same semester or not.

<table>
<thead>
<tr>
<th>Code #</th>
<th>Violation</th>
<th>1st Offense</th>
<th>2nd Offense</th>
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<tbody>
<tr>
<td>Cheating</td>
<td></td>
<td></td>
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<tr>
<td>2.2.1</td>
<td>Using material or equipment (including mobile phones, electronic tablets, i-pads, calculators, and other devices) that is not authorized by the instructor in an examination, project, or graded assignment</td>
<td>zero on the deliverable with a warning</td>
<td>F on the course with a warning</td>
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<tr>
<td>2.2.2</td>
<td>Cheating, copying, collaborating with or aiding another Student in a manner not permitted by the instructor on an examination, project, or other graded assignment</td>
<td>zero on the deliverable with a warning</td>
<td>suspension</td>
</tr>
<tr>
<td>2.2.3</td>
<td>Distributing or aiding in the distribution of previous exams without authorization of the instructor</td>
<td>double warning – suspension</td>
<td>suspension – expulsion</td>
</tr>
<tr>
<td>2.2.4</td>
<td>Stealing, reproducing, or circulating an examination or other graded assignment before it has been administered</td>
<td>suspension</td>
<td>expulsion</td>
</tr>
<tr>
<td>2.2.5</td>
<td>Impersonating another Student or allowing another Student to impersonate one’s self during an examination, presentation, or other graded assignment</td>
<td>suspension for both</td>
<td>expulsion</td>
</tr>
<tr>
<td>2.2.6</td>
<td>Impersonating an assistant, staff member, or faculty member for the purpose of (a) proctoring examinations without authorization or permission or (b) obtaining confidential information regarding coursework or examinations</td>
<td>suspension – expulsion</td>
<td>expulsion</td>
</tr>
<tr>
<td>2.2.7</td>
<td>Receiving, purchasing or selling a project, paper, or any academic document and presenting it as work other than that of the author</td>
<td>suspension – expulsion</td>
<td>expulsion</td>
</tr>
<tr>
<td>2.2.8</td>
<td>Submitting identical papers or coursework for credit in more than one class without the permission of the instructor</td>
<td>zero on the deliverable with a warning</td>
<td>F on the course with a warning</td>
</tr>
<tr>
<td>Plagiarism and Copyright Violations</td>
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<tr>
<td>2.2.9</td>
<td>Failing to attribute language or ideas to their original source by not crediting the original author with an appropriate acknowledgement or citation</td>
<td>zero on the deliverable with a warning</td>
<td>F on the course with a warning</td>
</tr>
</tbody>
</table>
2.2.10 Using photocopied or electronic copies of textbooks, compact disks, films, music, online course materials, and other content beyond the fair use policy within University Premises

2.2.11 Using copyrighted materials, including in written research reports and papers, without obtaining required permission, if any, from the rights holder

Unauthorized Sale, Distribution, or Use of Course Materials

2.2.12 Recording any lecture or presentation for personal use or public distribution without the prior consent of the course instructor. This applies to the unauthorized use of any medium including but not limited to mobile phones, electronic tablets, i-pads, recorders, films, and other devices

2.2.13 Selling academic materials by any Student, club, or group. This includes but is not limited to lectures, course recordings, class notes, and previous exams

Special Needs and Disabilities
If you are a student with a documented disability or special need, who requires accommodations, please bring to me the official paperwork as early as possible, and I will be glad to accommodate.

University Attendance Policy
1. Students are expected to attend all classes.
2. For valid reasons, supported by a note from a doctor or counselor, students may miss classes for a maximum equivalent to 2 regular weeks.
3. When exceeding the maximum number of absences, it is the instructor’s prerogative to ask the concerned student to stop attending and drop the course. In this case, it is the student’s responsibility to drop the course, otherwise a grade of “F” or “NP” will be given.
4. In exceptional justified cases (long illness, etc…), where absences exceed the maximum, the student has to petition to the department Chair to be allowed to stay in the course.
5. Students are held responsible for all the material presented in the classroom, even during their absence.

Withdrawal Policy
WI = Early Withdrawal; WP = Withdrawal/Pass; WF = Withdrawal/Fail
1. A student who withdraws after the Drop/Add period and by the end of the 5th week of classes (10th day of classes for Summer Modules) will obtain a “WI” on that particular course. The student may process such request directly through the Registrar’s Office.
2. A student who withdraws from a course between the 6th week and the end of the 10th week of classes (18th day of classes for Summer Modules) will receive either a “WP” or a “WF”. “WP” or “WF” will be determined by the instructor based on the achieved academic performance in that course till the time of withdrawal.
3. The “WI” and the “WP” will not count as a Repeat; whereas the “WF” will count as a Repeat. (Note that LAU policy allows students to repeat a course up to two times only).
4. “WI”, “WP” and “WF” will not count towards the GPA calculation.
5. Deadline for the “WP” and “WF” withdrawal from courses; check university calendar. It is the student’s responsibility to drop the course.

Format and Guidelines for Papers
All research papers should follow APA style and format, be typed, double-spaced, spell-checked, proofread, have one-inch margins, and use 12-point Times New Roman font. See Purdue OWL’s APA Style and Formatting Guide: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/). Spelling, punctuation, syntax and
grammar are essential components of writing. If it is clear that you did not take the time to revise and edit your paper, you will lose major points, in accordance with the grading rubric.

**Policy on Late Work**
Work is due on the assigned date and time in the weekly schedule. Students will lose marks for handing in late work and their "Participation" grade will be affected. AFTER ONE WEEK, UNSUBMITTED ASSIGNMENTS WILL RECEIVE A ZERO. If there are extenuating circumstances, contact your instructor well before the due date. In all cases you are responsible for getting your work in on time. Technical problems always occur. So, don't wait till the last minute to submit.

**Incomplete Coursework**
The course grade “I” (Incomplete) will only be given under extenuating circumstances such as a major illness, death in the family or other unexpected emergencies. The student has to petition to the department Chair to receive an incomplete grade. Any incomplete work must be made up by a date planned with the instructor, but no later than the eighth week of the following semester (fall or spring). Otherwise, the grade of I is changed to an F (or an NP). It is the responsibility of the student to contact the instructor to make the arrangements for the completion of the incomplete work. In no case may incomplete work be made up after a lapse of one year from the end of the semester or module in which the grade of I was received.

**Policy on Mobile Phones**
Mobile phones should be turned off during class. You will lose "Participation" points if your cell phone or any other digital device is used without permission, including if a cell phone rings in class.

**Course Online Evaluation**
Completion of the online course evaluations is important for feedback and improvement. In order to improve the effectiveness of the educational process, all students are expected to submit their course evaluations by the last day of classes. Students who fail to complete the evaluation of all registered courses by the set deadline:

1. will not be able to access their course grades from Banner or Portal until two weeks after the end of the final exams period; and

2. will not be able to request transcripts.

Online evaluations are anonymous, and faculty and administrators never receive any information about who submitted the evaluation. Faculty do not receive the results of the evaluations until after the semester is over (several weeks after the grades are posted).

**University Grading Scheme**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 and up</td>
<td>A</td>
</tr>
<tr>
<td>87 to 89</td>
<td>A-</td>
</tr>
<tr>
<td>83 to 86</td>
<td>B+</td>
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<tr>
<td>80 to 82</td>
<td>B</td>
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<td>77 to 79</td>
<td>B-</td>
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<td>73 to 76</td>
<td>C+</td>
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<td>70 to 72</td>
<td>C</td>
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<td>67 to 69</td>
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<td>63 to 66</td>
<td>D+</td>
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<tr>
<td>60 to 62</td>
<td>D</td>
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<tr>
<td>Below 60</td>
<td>F</td>
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